







## Well-being Charter

### AS A COMMUNITY, WE WILL...

<p>Prioritise mental health</p> 	<p>Support each other to take responsibility for our own wellbeing and that of others</p> 	<p>Provide opportunities for all to have a voice in decision-making</p> 
<p>Support each other to progress in our learning and development</p> 	<p>Champion equality, diversity and inclusion</p> 	<p>Support a positive behaviour culture</p> 

We believe that everyone in our community should have the opportunity to enjoy the highest possible standards of wellbeing and mental health. We have a duty of care to value and support each other, and to take ownership of our wellbeing and mental health.

We want our school environment to be free from mental health discrimination, to be guided by emotional intelligence, and to be characterised by a supportive and nurturing culture. We want a school in which all members of our community can thrive and succeed.

We aim to support each other to make positive choices for our own wellbeing and encourage a collegiate culture. We strive to create safe spaces for us all, both psychologically and emotionally.

## **What is mental health and wellbeing?**

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

The points below detail the steps we are committed to make to support well-being in our school community within our workspace:

### **1. Prioritise mental health**

- tackle mental health stigma within our community, promoting an open and understanding culture.
- give the same consideration and support to mental health as physical health.
- fulfil our duty to control the risks associated with work-related stress so far as is reasonably practicable.
- channel support to individuals whose role is known to have a significant emotional component. E.g., peer support, supervision, and/or counselling.
- recognise where our limits are as non-specialists in mental health and ensure there are opportunities to increase joint working in support of each other, as well as routes to refer for specific support.
- protect leader wellbeing and mental health by providing access to confidential counselling and/or coaching where needed.
- measure the wellbeing of staff regularly, aiming to use recognised tools and metrics and be transparent about results (*see Note 1 below*).
- monitor trends over time, and act in response to changes.

*Note 1: Through a termly employee engagement survey, we will aim for suggestions on improvement, initiatives, social events and ideas to support wellbeing.*

### **2. Support each other to take responsibility for our own wellbeing and that of others**

- empower each other to take ownership of our own wellbeing and look out for the wellbeing of others.
- ensure that members of the community know how to access appropriate guidance, support and tools, and that their use is encouraged.
- we are aiming to continue to provide our school community with the tools, resources and training needed to support each other, ensuring that there are clear routes in place to escalate when further support is required.

### **3. Provide opportunities for all to have a voice in decision-making**

- strive to improve the ways in which the community voice is included in the decision-making processes.
- provide an environment where everyone has the opportunity to share their experiences confidently and safely.
- ensure that all community members are aware of appropriate channels through which they can be heard.

#### **4. Support each other to progress in our learning and development**

- provide clear guidance to the community (internal and external) on remote and out-of-school hours working and communication.
- invest in meaningful and appropriate professional development opportunities to ensure that everyone can pursue professional development, in an environment that is supportive and allows the community to thrive and succeed.

#### **5. Champion equality, diversity and inclusion (EDI)**

- work to promote diversity – by knowing and understanding our school community and working collaboratively to advance equality of opportunities.
- aim to provide an environment where we appreciate and are sensitive to the protected characteristics of individuals in our community whilst understanding how the context of our setting may impact their well-being.

#### **6. Support a positive behaviour culture**

- work with the community to maintain and implement a school-wide behaviour policy. All community members will have a shared understanding of how positive behaviour is encouraged and recognised.
- support teachers to create calm, safe and compassionate environments, which allow both, teachers and students, to thrive. This will go hand-in-hand with understanding and supporting student and staff mental health.

Through this charter, we recognise and commit to our shared accountability to support wellbeing within our community.

#### **Linked policies/guidance:**

- Safeguarding & Child Protection Policy
- Counselling Policy
- Behaviour Policy
- Anti-bullying Policy
- Learning Support Policy
- PSHE Curriculum
- NAE EDI Policy and BSG EDI Action Plan
- NAE Employee Assistance Programme